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ABSTRACT

The intent of this document, designed and developed by North Carolina educators, system-level and school-based media coordinators to support the "K-12 Information Skills Standard Course of Study," is to provide successful strategies, activities, and ideas for media coordinators and classroom teachers as they teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-intensive environment. Information Skills Integration Strategies are provided in two sections by grade level: Grades K-2 and Grades 3-5. In both sections, the strategies and activities are focused around the following five Competency Goals: (1) The learner will EXPLORE sources and formats for reading, listening, and viewing purposes; (2) The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats: (3) The learner will RELATE ideas and information to life experiences; (4) The learner will EXPLORE and USE research processes to meet information needs; and (5) The learner will COMMUNICATE reading, listening, and viewing experiences. (AEF)

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ED 456 815

Information Skills Integration Strategies Support Document

for Elementary Media Coordinators and Classroom Teachers

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Information Skills Integration Strategies
Elementary Grades

> ***Today's student lives and learns in a world that has been radically altered by the ready availability of vast stores of information in a variety of formats. The learning process and the information search process mirror each other: Students actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Developing expertise in accessing, evaluating, and using information is in fact the authentic learning that modern education seeks to promote.***[1]

The intent of this *Elementary Integration Strategies* document is to provide tried and true strategies, activities and ideas for media coordinators and classroom teachers as they teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-intensive environment. Authentic practice of these skills enables students to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.[2]

The Elementary Information Skills Integration Strategies Support Document was designed and developed by North Carolina educators, system-level and school-based media coordinators, to support the *K-12 Information Skills Standard Course of Study*.

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[1] *Information Literacy Standards for Student Learning*. Prepared by the American Association of School Librarians/Association for Educational Communications and Technology. (Chicago: ALA, 1998)

[2] The Role of the School Library Media Program. A Position Paper of the American Association of School Librarians. (Chicago: ALA, 1990)

ACKNOWLEDGEMENTS

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This document is to be used in conjunction with IMPACT: Guidelines for Media and Technology Programs and online at http://www.ncwiseowl.org/impact.htm.

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Information Skills Integration Strategies
Grades K-2

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
1.01.1 Establish Book Centers.
1.01.2 School television programs (i.e. Reading Rainbow, Mister Rogers, Sesame Street, etc.)
1.01.3 Act out stories with puppets, masks, and props
1.01.4 Flannel board story activities
1.01.5 Storytelling as a way to share good books and stories with peers.
1.01.6 NC Children's Book Award program.
1.01.7 Participate in school-wide programs and classroom activities that encourage personal choices for reading, listening, and active viewing, (i.e., Uninterrupted Sustained Silent Reading [USSR]; Drop Everything and Read (**DEAR**); Storytelling Festival; School Television programs, Accelerated Reader.
1.01.8 Place story or picture cards from familiar stories in sequential order to represent the story correctly.
1.01.9 Book check out.
1.01.10 Listen to stories read aloud.
1.01.11 Read, view and listen to selected picture books in preparation for a discussion of the elements of the story–character, plot, cause and effect, and type of ending.
1.01.12 Answer questions that extend thinking beyond the literal meaning, such as:
a. Could this story happen in real life? Why or Why not?
b. Why did the character choose to act in a certain manner?
1.01.13 Turn pages of a newspaper and name and/or list the kinds of things newspapers tell about, e.g., sports, animals, famous people, food, clothes, cars, comics. (NIE)
1.01.14 Participate in a scavenger hunt, scanning newspaper pages for a list of items found in photos or graphics. Circle or cut out found items. (NIE)

Information Skills Integration Strategies
Grades K-2

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.02 Demonstrate competence and self-motivation as a beginning reader.

1.02.1 Media coordinator and classroom teachers highlight and display selected books throughout the year.

1.02.2 Media coordinator and classroom teachers collaborate to provide many opportunities for students to share and discuss stories, books, and information they have read and enjoyed with classmates, students in other grades, and parents in a variety of settings.
a. Draw pictures of settings and/or characters.
b. Retell segments of story.

1.02.3 Provide flexible access to library media center resources throughout the day to encourage use by individual and groups of students to meet academic and personal information at point of need to promote literacy.

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.03 Demonstrate appropriate care of resources.
1.03.1 Examine a variety of resources (e.g., books, study prints, magazines, audio videotapes) and choose the best for a specific learning activity. Demonstrate and discuss proper use and care of each.
1.03.2 Select a story in print and CD for awareness of different formats.
1.03.3 Use a variety of school TV programming.
1.03.4 Compare wordless books and picture books.
1.03.5 Use Kid Pix to create slide show with narration as a class or group, to demonstrate appropriate use of multimedia tools.
1.03.6 Throughout the year model and discuss appropriate care of various resources.
1.03.7 Develop awareness of print, non-print, and electronic reference materials. Demonstrate and discuss proper use and care of resources.

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.04 Acknowledge ownership of ideas.

1.04.1 Look at original student artwork and discuss who owns the work. Identify and discuss rights of the creator.

1.04.2 Review a variety of picture books and discuss who owns the artwork in the book. Demonstrate and discuss respect for the creative work of others.

1.04.3 Throughout the year discuss stories, books, encyclopedias, and online resources. Make opportunities to discuss ownership and "intellectual property".

1.04.4 Have students tell a story about their pet or a favorite friend and discuss ownership of their original story. Have students create an illustration for their story.

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Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.05 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).

1.05.1 Throughout the year identify and discuss the parts of a story/books (e.g., beginning, middle, end, characters, setting, and details).
After viewing or listening to a story, act out various characters and/or segments of stories/books.

1.05.2 Retell or act out various parts of the story (beginning, middle, and end).

1.05.3 After viewing or listening to a story, draw pictures of the setting, characters, and/or details from various parts of a story or book.

1.05.4 As a class/group create a Kid Pix slide show with narration to review important story concepts.

1.05.5 Design a story-character T-shirt.

1.05.6 As a class/group develop story maps--include characters, setting, plot, problem, and solution. Have students retell, illustrate, or act out parts of the story.

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
1.06.1 Share various genres during story time (picture books, wordless books, fairy tales, folk tales) to expose children to characteristics of each.
1.06.2 Identify real/make believe (fact/fiction) through use of multimedia in story sharing activities.
1.06.3 Share various genres during story times and review characteristics.
1.06.4 During story times introduce terms "fairy tales" and "folk tales."
1.06.5 Students will produce a picture or product to demonstrate their understanding of the characteristics of fairy tales, tall tales, and folk tales.
1.06.6 Contrast fiction and nonfiction through various activities.

Information Skills Integration Strategies
Grades K-2

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
1.07.1 Discuss responsible use of resources at home and at school. Discuss the importance of following school guidelines.
1.07.2 As a class routinely visit websites appropriate for students' age and information needs. Identify and chart the elements that make a website good (e.g., information, organization, images, links).
1.07.3 Media coordinator/classroom teachers routinely monitor and discuss source of information obtained from various media.
1.07.4 Have students make oral presentations with visual (e. g., slide show, drawing, transparency) about an animal and close with the phrase "I got this information from..."
1.07.5 Use children's drawings and stories to identify, discuss, and model appropriate use of electronic resources.
1.07.6 List title/author/illustrator of books read on reading log, personal and classroom.

Grade K-2

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.08 Select resources within and outside the school for personal and information purposes.
1.08.1 Select appropriate nonfiction titles for a topic after guided practice (example: select the nonfiction books about puppies).
1.08.2 Choose a book to check out.
1.08.3 Visit public library.
1.08.4 Choose books for enjoyment.
1.08.5 As a class use online resources and e-mail to access information.
1.08.5 As a class investigate a topic such as dinosaurs and select the best from a variety of resources.
1.08.6 Select books for reading enjoyment.
1.08.7 As a class routinely visit websites appropriate for students age and information needs and identify elements that make the website good. (e.g., information, organization, images, links).
1.08.8 As a class do simple research projects involving use of various resources (magazines, books, encyclopedias, dictionaries, nonfiction books, CD ROM's, software,).

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Grade K-2

Focus Areas
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- use simple research models to acquire information
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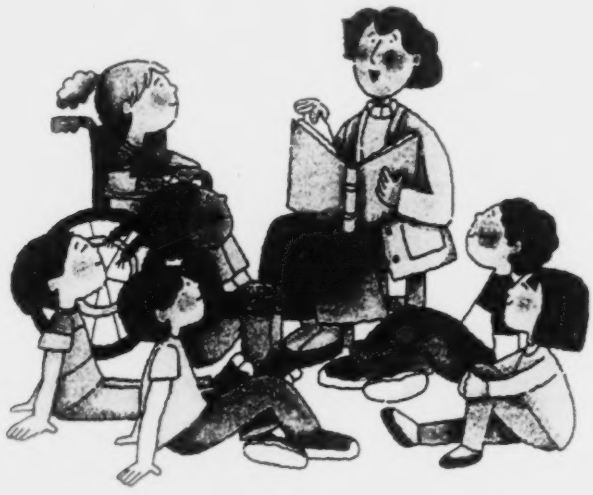
Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

1.09 Demonstrate the awareness that resources convey meaning and exist in a variety of formats.
1.09.1 Listen to a story, then view a video of the same story. Discuss how the characters and plot were alike/different in the different formats.
109.2 Media coordinator and teachers routinely identify the value of various print, non-print, and electronic resources and discuss how each can be used to meet personal and information needs
109.3 After listening to a story, watching a video, STV program or working with a CD, have students retell and review the elements and contents of the story.
109.4 Have students answer simple questions relating to story content after having a story read aloud, watching a video, STV program or a CD.
109.5 Have students illustrate and explain a concept or story using Kid Pix or draw program.
109.6 Answer questions of varying difficulty about stories from various formats.
109.7 Draw a picture, or produce some type of media to demonstrate understanding.
109.8 Use a variety of resources to meet information needs.



Grade K-2

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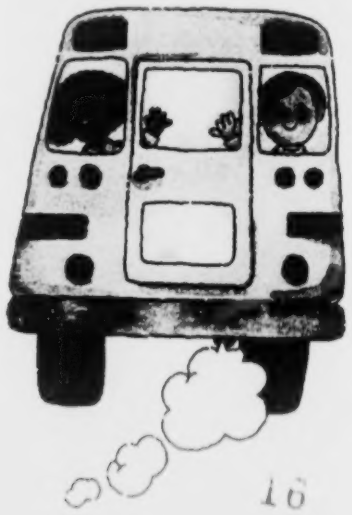
Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information formats.

2.01 Identify published criteria of excellence for resources.
2.01.1 As a class read award-winning books and discuss why they are enjoyable.
2.01.2 Identify titles of award-winning books. Recognize criteria and symbols of various awards.
2.01.3 Show segment of cartoons and segment of Sesame Street. Compare using a Venn diagram.
2.01.4 Count the number of advertisements shown in a 30-minute slot from a Saturday morning educational program.
2.01.5 View School TV programming identifying award winning books and stories.
2.01.6 Have students choose a TV program to watch with their family. Following the program, interview each family member:
a. Did they like the program?
b. What did they learned?
c. Would they watch it again?
d. Describe their feelings after the program ends.
Have students present results as a news item on a TV news show.
2.01.7 Have students keep a "TV Viewing Log". Each entry should answer the following questions: How much did you like the program? What did you like about it?



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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.02 Apply identified criteria to select resources.

2.02.1 Participate in North Carolina Children's Book Award process (NCASL and Children's Services section of NCLA).

2.02.2 Explore Saturday morning TV vs. Educational TV or School TV through listening, viewing, discussion and directed activities.

2.02.3 As a class examine several resources (e.g., books, study prints, magazines, audio, videotapes, encyclopedias, online resources). Compare, discuss, evaluate and choose the best resource for a specific topic or learning activity. Repeat activity several times using other resources and topics.

2.02.4 Read aloud several award-winning books.
a. Discuss why each book is enjoyable.
b. Establish a list of standards of excellence by brainstorming and organizing standards into a web or matrix of categories.
c. Have student committees consider winner and honors for a specific year.
d. Committees vote and report results.
e. Compare and contrast class standards with official Caldecott and Honors standards.
f. Compare different formats of same title (sound book, video, CD).
g. Decorate the classroom door to represent class-winning title.

Grade K-2

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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).

2.03.1 Routinely examine and discuss resources (e.g., books, study prints, magazines, audio, video, CD, electronic) and choose which best meet information/personal and/or academic needs.

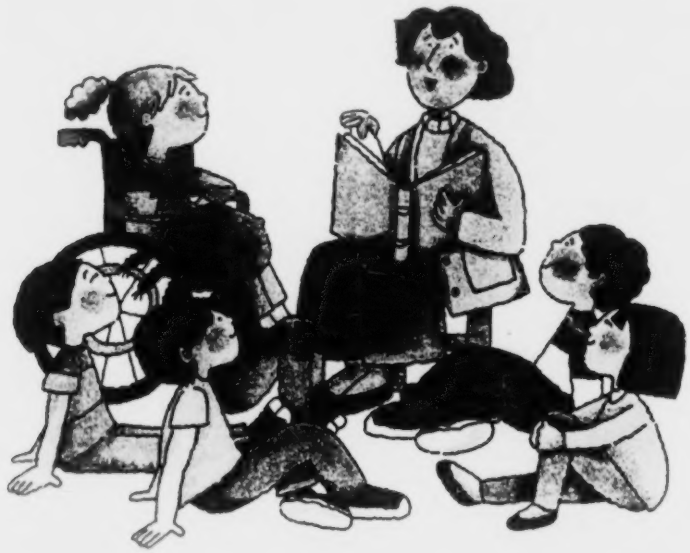
2.03.2 Recognize and discuss the diversity of ideas and thoughts by exploring a variety of resources and formats.

2.03.3 Throughout the year have students share books they especially enjoyed.

2.03.4 a. Explain what made the books enjoyable and why someone else would enjoy them (e.g., realistic characters, interesting plot, setting, time period).

b. As a class or in groups choose favorite stories.

c. Identify reasons stories were selected.



Information Skills Integration Strategies
Grades K-2

Grade K-2

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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.

2.04.1 Media coordinator/classroom teacher routinely identify and model ways to locate resources (e.g., automated circulation system, NC WISE OWL, search engines, keyword, bookmarks) and discuss their value and usefulness with students.

2.04.2 As a group activity routinely identify, locate, and discuss reliable online sources. Create bookmark files on content-related topics.

2.04.3 As a class identify the elements that make each site useful.

2.04.4 From a variety of identified resources have students identify and record the resources students found most engaging and useful.

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2.05 Recognize the power of media to influence.

2.05.1 Media coordinator/classroom teachers view and discuss print and TV ads that try to influence young shoppers (e.g., toy, cereal, fast food). Identify and discuss techniques used to influence audiences.

a. Discuss what is realistic and what is not.

b. Identify, discuss, and chart techniques used by companies to influence audiences young and mature.

2.05.2 View "Seeing Through Commercials" video and use accompanying teacher's guide activities.

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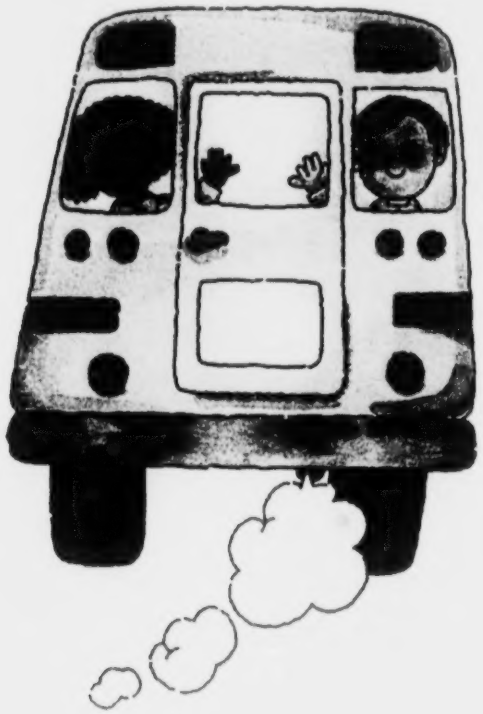
Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.01 Describe personal cultural heritage and environment.
3.01.1 Use children's literature to integrate multicultural studies.
3.01.2 Read widely from multicultural titles in the collection. Identify, discuss, and compare, settings, customs, and characters.
3.01.3 Have students relate stories to their personal heritage and environment.



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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.02 Collect information about diverse cultures, environments and peoples.

3.02.1 Collect and discuss information about diverse cultures, environments and peoples from a variety of sources. Chart similarities and differences.

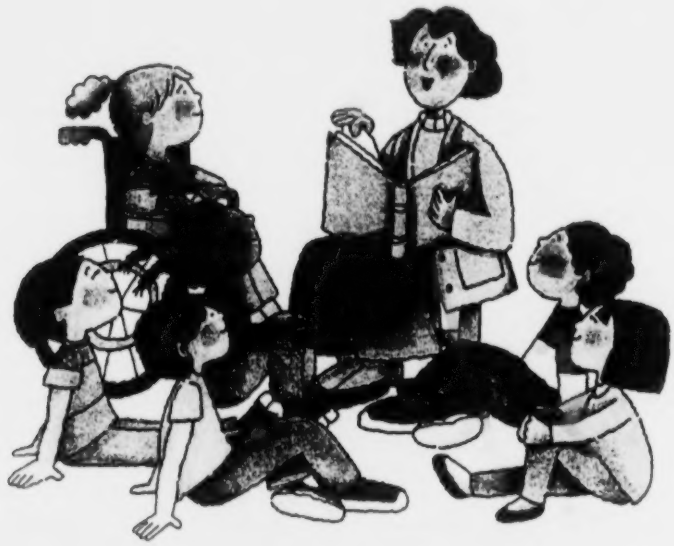
3.02.2 Use flannel board, puppet characters, and storybook characters representing diverse cultures to prompt discussion. (e.g., *This is the Way We Go to School, A Book About Children Around the World* by Edith Baer).

a. Discuss and decide where each student goes to school using textual and visual clues to predict where each student lives.

b. Use maps to locate the continent, region, state, and city where students live.

c. List similarities and differences observed.

3.02.3 Use books and videos about foods and holidays to discuss different cultures.



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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.03 Identify bias and stereotypes.
3.03.1 View cartoon segments to identify and discuss stereotypes (e. g., Road Runner, Tom and Jerry, Tweety Bird). Draw pictures about the story.
3.03.2 Discuss boy books and girl books and discuss the similarities and differences.
3.03.3 During a study of community workers, discuss the fact that both men and women can fill jobs. Read and discuss books about community workers.

Information Skills Integration Strategies
Grades K-2

Grade K-2

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.04 Relate cultural similarities and differences to personal life experiences.
3.04.1 Read a variety of multicultural books to foster awareness of other cultures.
3.04.2 Use multicultural books as a focus for discussion of personal life experiences (examples: *Uncle Jed's Barbershop, Tar Beach, Aunt Harriet's Underground Railroad in the Sky*).

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Grade K-2

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

3.05.1 As a class brainstorm and chart what students already know about a topic. Chart questions they would like to answer. As a group investigate the topic:
a. Use a variety of resources.
b. Add correct answers to chart

3.05.2 Discuss how prior knowledge and experience affect the characters in the story of the Three Little Pigs.

3.05.3 Discuss familiar stories and books to identify the role of prior knowledge and experience.

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.01 Identify information needs and formulate questions about those needs.
4.01.1 Brainstorm topics that children would like to know about or a topic being discussed in their classroom.
4.01.2 Ask what they want to learn. Record responses on a chart.
4.01.3 Select one graphic, one fact from a print source, and one fact from a non-print source. Share with others.
4.01.4 Discuss how resources are arranged in the media center, (e.g., easy books, fiction, nonfiction, reference).
4.01.5 Examine resources, (e.g. books, study prints, magazines, audio, video) and choose the best for a specific learning activity.
4.01.6 Select a topic and ask students what they want to know and chart responses. Discuss possible sources of information print and electronic.
4.01.7 Define and develop an information web on specific topics.
4.01.8 As a class brainstorm resources found in the school's media center and complete the web.
4.01.9 Media Coordinator/classroom teachers collaborate to identify resources and facilitate research process appropriate to the information needs of students.

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.02 Describe several research models.

4.02.1 Media coordinator/classroom teachers provide opportunities for students to access and use information from a variety of resources on a topic (e.g., fireman, postman, farmer)
- a. Find pictures in books, magazines or print materials.
- b. Look up words in picture dictionaries
- c. Use technology tools to locate information and present findings.
- d. Access information from a variety of sources print, non-print, and online.

4.02.2 Identify and discuss information resources in the community.

4.02.3 As a class develop a paragraph report about a topic of interest (e.g., fireman, postman, farmer).
- a. Discuss topic and chart keywords.
- b. Identify resources (e.g., magazines, books, CDs, videos, online).
- c. Find three resources.
- d. Review, discuss, and chart findings.
- e. Write topic sentence and supporting details.

Topic: Fireman		
List Keywords:	**What we know:**	**Resources:**
Topic sentence: The fireman is important to our school because…	**Supporting Detail:**	**Supporting Detail:**

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.03 Develop a search strategy that includes the continuous evaluation of the research process and the information gathered.

403.1 After identifying a topic (ex. Animals), media coordinator will show a variety of books and briefly discuss them. Children will identify which books have information about the topic.

4.03.2 Practice formulating research questions that could be a guide in looking for specific information.

4.03.3 Develop a research web on a given topic. Brainstorm resources to locate information. List possible information sources (e.g., encyclopedias, CD-ROM's, books, laserdiscs, videos, software).

4.03.4 As a class explore websites appropriate for student's age and information needs. Identify elements that make the website good (e.g., information, organization, images, links).

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
4.04.1 Media coordinators/teachers model and discuss local AUP/IUP policies on a regular basis.
4.04.2 As a class activity, visit websites appropriate for student's age and information needs. Identify elements that make the website good. (e.g., information, organization, images, links). Model how references should be cited and discuss why.
4.04.3 Review educational and commercial websites and identify similarities and differences.

Information Skills Integration Strategies
Grades K-2

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.04 Gather information.

4.05.1 Media coordinator/classroom teachers routinely model and encourage the use of charts and graphic organizers to collect and organize data.

4.05.2 Have students use a variety of graphic organizers to record and organize data.

4.05.3 Media coordinator/classroom teachers routinely identify information resources appropriate for the age and information needs of students in the classroom, media center, community, and online.

4.05.4 Visit websites appropriate for student's age and information needs. Identify elements that make the website good. (e.g., information, organization, images, links).

4.05.5 Routinely create bookmark files on topics of interest to provide helpful, safe resources for students.

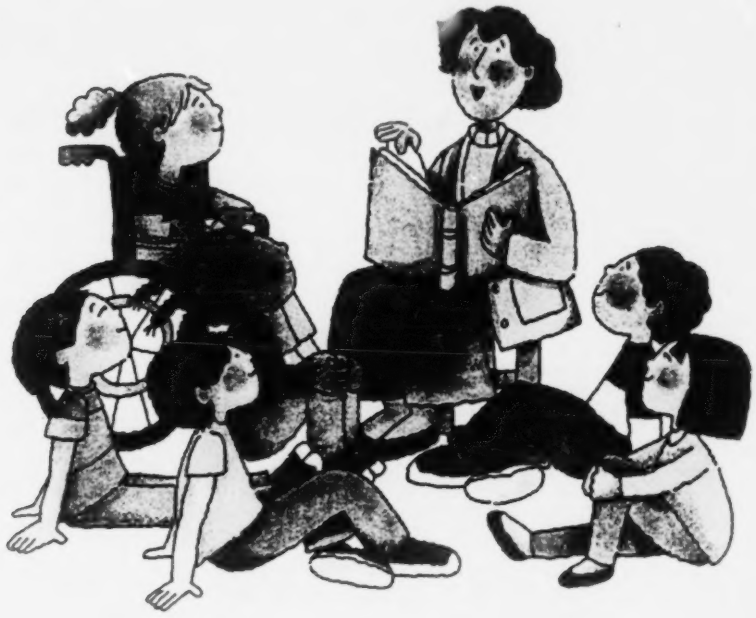
Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.06 Comply with the Copyright Law (P. L. 94-553).
4.06.1 Media coordinators and classroom teachers model and discuss respect for the work and intellectual property of others.
4.06.2 Media coordinators/classroom teachers routinely model, identify, and discuss information sources and the importance of citing them correctly.
4.06.3 Media coordinators/classroom teachers routinely discuss the importance of summarizing and rephrasing, instead of copying information from resources.
4.06.4 Have students routinely identify author, illustrator, and the publisher of stories/books.



Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.07 Organize and use information.

4.07.1 Paste pictures of a selected topic on a poster or collage.
As a class, develop a simple report on a specific topic:
a. Discuss what students know about the topic and determine what additional information is needed.
b. Use graphic organizers (e.g.; who, what, when, where, how) to help students know what information to collect and how to organize and present it.
c. As a class routinely use graphic organizers to record and organize information on a variety of topics. Cite resources.
d. Use information to answer questions.
e. Have student workgroups use the same graphic organizer to gather information about a similar topic. Cite resources.
f. Use webs and outlines to help organize data.

4.07.2 Have student workgroups:
a. Select a topic and chart what they already know.
b. Identify and chart questions they want to answer.
c. Gather sources of information.
d. Use information to answer questions and record answers.
e. Organize answers into simple research report. Research form provided by media coordinator.

4.07.3 Have students dictate, illustrate, and present stories and information using Kid Pix.

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.08 Credit sources of information.

4.08.1 Students tell where information came from – name of book, person, picture, CD-ROM books, encyclopedia. CD-ROM, website.

4.08.2 Post a chart of books read and add to it throughout the year or for a given time.

4.08.3 Show lists of bibliographies/credits in books, assist them in learning the significance of giving credit to others' works. Use simple forms for credits.

4.08.4 Include location for title, author on research procedure sheet.
a. Students list author, title, illustrator, publisher of five favorite books.
b. Students identify information from title page and cover.

4.08.5 After reading an article or book or after doing "mini" research on a classroom topic (i.e. animals).
a. Have students identify information from title page and cover
b. Have students list author, title, illustrator, and publisher of five favorite books.

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Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).

4.09.1 Create alphabet cards.

a. Use Print Shop, Kid Pix, Kid Works, to create alphabet cards.

b. Use old magazines, clip art, or use digital cameras photograph images to represent words that begin with each letter of the alphabet.

a. Paste single pictures or a collage on each card.

b. Use the cards in various learning activities.

4.09.2 Provide opportunities for students to develop and present ideas and information in a variety of formats:

a. Draw a pictures/posters

b. Write a story

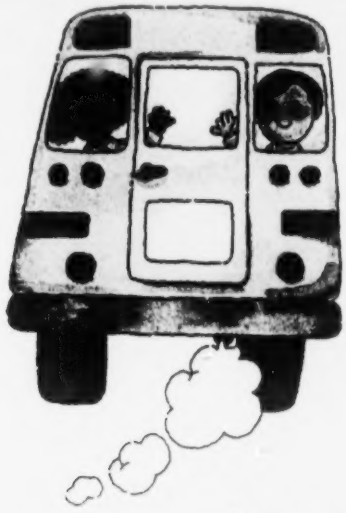
c. Make a model

d. Create a dramatic presentation

e. Make a video

f. Create multimedia product or slide show with Kid Pix

4.09.3 Complete simple research reports.



Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- use simple research models to acquire information
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Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.10 Evaluate the product.

4.10.1 Teacher assigns students to create a product with specific criteria. (Criteria should be absolutely clear with a checklist or rubric).

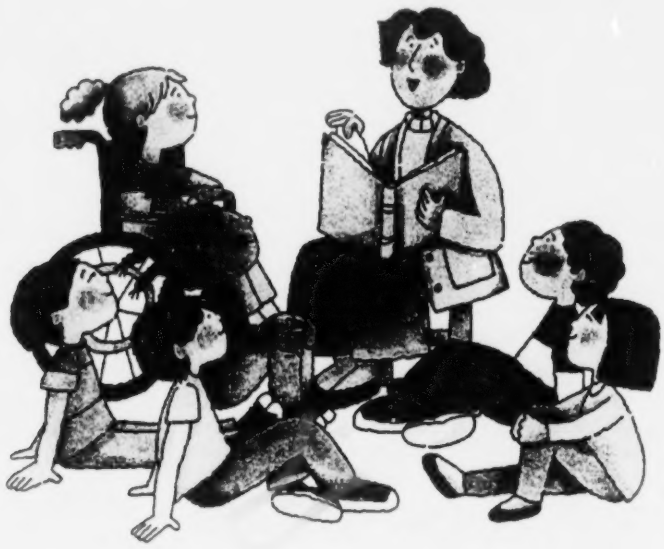
Guided Evaluation Activity

a. Have students describe their creations and explain their work.

b. Have class identify all the things that are good about the presentation.

c. Have class suggest things that can be improved. **Everyone must be careful about the feelings of the creator. Everyone will have a turn.**

4.10.2 Assist students in evaluating the presentation through discussions, checklists, and rubrics.



Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
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- use simple research models to acquire information
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Competency Goal 5: The learner will COMMUNICATE reading, listening and viewing experiences.

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically and in writing.
5.01.1 Retell and/or tell stories using Kid Pix.
5.01.2 Create dramatic activities in response to a story. (Act out *Three Little Pigs*).
5.01.3 Answer questions about a story or video.
5.01.4 Make dioramas.
5.01.5 Tell, act out, and/or draw alternative endings to stories, fairy tales, folk tales, and tall tales.
5.01.6 Act out stories.
5.01.7 Design posters representing the theme of a story.

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 5: The learner will COMMUNICATE reading, listening and viewing experiences.

5.02 Produce media in various formats.

5.02.1 Record students' voices and familiar sounds.

a. Select a favorite rhyme or poem.
b. Identify yourself on the tape by saying, "I am _____," before reading favorite rhyme or poem onto a tape. (Everyone in class gets an opportunity.)
c. Place tape in a listening center and/or allow it to be checked out to share with family and friends.
d. Draw illustrations of favorite story.
e. Make finger puppets.

5.02.2 Produce Big Books and other media as a part of classroom units of study and literary experiences.

5.02.3 After listening to a story, draw pictures, develop slide shows retelling story and describing characters and settings with sound effects.

5.02.4 Use digital cameras to create photo albums to communicate concepts/information learned.

5.02.5 Participate in school-wide news broadcasts, featuring weather, cafeteria menu, choral readings and poems, etc.

Grade K-2

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 5: The learner will COMMUNICATE reading, listening and viewing experiences.

5.03 Acknowledge resources used in all print, non-print, and electronic products.
5.03.1 Routinely state the source of information when sharing information obtained from people or reading, listening, viewing media.
5.03.2 List title/author of books read on reading log, personal and classroom.
5.03.3 List title, author, publisher, copyright year and call numbers for books read on personal reading log. (Note sources used by about outline for mini-research projects.)

Grade K-2

Focus Areas
The learners will:

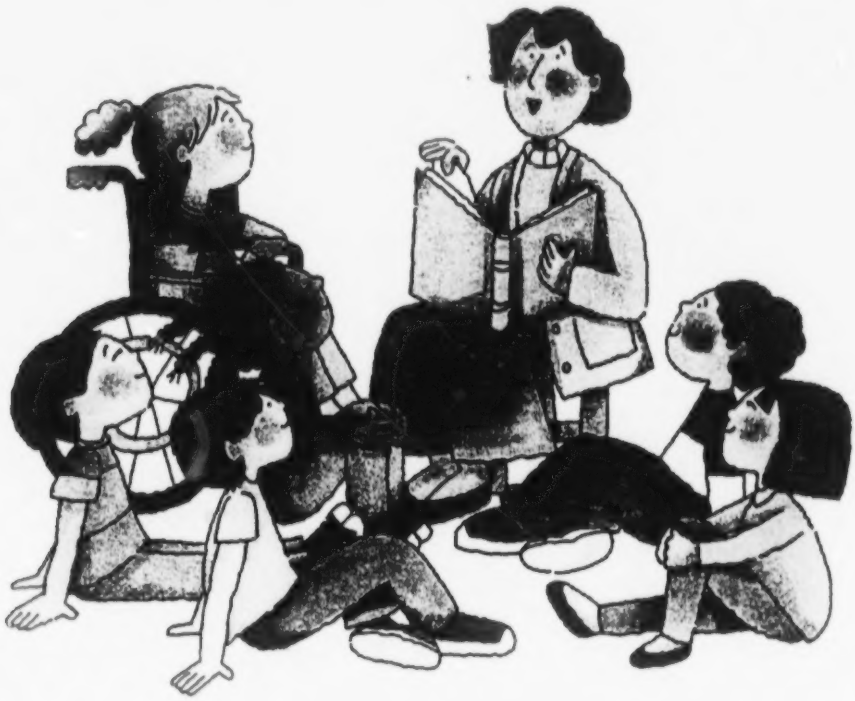
- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 5: The learner will COMMUNICATE reading, listening and viewing experiences.

5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.

5.04.1 Media coordinator and classroom teachers use a variety of resources to meet information needs in person, e-mail and telecommunications.

a. Evaluate the quality and usefulness of information.
b. Identify and discuss surrounding issues.
c. Develop and conduct surveys.
d. Exchange Information via e-mail (e.g., cultural, scientific information).
f. Conduct video-conferencing sessions about a specific topics.



Integration Strategies
3-5

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
1.01.1 Media coordinator/classroom teacher routinely collaborate to provide a variety of opportunities for students to hear, read, and share good stories and books.
1.01.2 Sponsor a school-wide book fair that provides an opportunity for students to purchase outstanding children's literature titles.
1.01.2 Participate in NC Picture Book Award (activity available from public library).
1.01.3 Make use of reading incentive programs such as "Accelerated Reader".
1.01.4 View selected school TV programs ("Books from Cover to Cover," "From the Brothers Grimm, etc.).
1.01.5 View, read, discuss materials about outstanding children's authors (Beatrix Potter, Marc Brown, etc.).
1.01.6 Read aloud *Little Jim* by Gloria Houston or *Who Comes with Cannons* by Patricia Beatty. Choose books set in NC or by NC authors.
1.01.7 Do a reference scavenger hunt using questions for children to decide which reference book is best for which type question. Vary questions to match curriculum area.
1.01.8 Share picture books to stress essentials of narrative writing (opening statement, sequence-beginning, middle, end, and closure)
1.01.9 Read a biography or research a person. With partners, generate questions about a person.
1.01.10 Conduct interviews or view videotapes, and create presentations about interesting people. Evaluate finished products. Create a bibliography.
1.01.11 Introduce books on NC Junior Book Award list. Keep a record of what is read. Have students create a poster advertise and persuade classmates to read that book. Vote for favorite book. (Lang. Arts combine with Information Skills 1.05, 1.06)
1.01.12 Create a tree map of different types of folklore (fairy tales, myths, legends, fables, folk tales). Give characteristics of each. Read and give samples of each. (Math, Lang. Arts) Combine with Information Skills 1.05, 1.06.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.02 Demonstrate competence and self-motivation as a reader.
1.02.1 Media coordinator/classroom teachers highlight and display selected books throughout the year.
1.02.2 Media coordinator/classroom teachers collaborate to provide many opportunities for students to share and discuss stories, books, and information they have read and enjoyed with classmates, students in other grades, and parents in a variety of settings.
1.02.3 Provide flexible access to library media center resources throughout the day to encourage use by individual and groups of students to meet academic and personal information at point of need to promote literacy.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.03 Demonstrate appropriate care of resources.
1.03.1 Discuss appropriate use and care of all types of resources (print, non-print, hardware, software, electronic).
1.03.2 Identify ways to locate resources (e.g., automated circulation system, NC WISE OWL)
1.03.3 Identify, discuss, and model when and how to use various resources (atlas, almanac, online resources, hardware, software) throughout the year. (collaboration among classroom teachers and media coordinator).
1.03.4 Have student media helpers shelve books and learn to identify books that need mending, etc.
1.03.5 Discuss, review, and model AUP/IUP acceptable use policies. (collaboration among classroom teachers and media coordinator).

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

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- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.04 Acknowledge ownership of ideas.

1.04.1 Discuss ownership of the stories students create. Discuss how to demonstrate respect for the creative work of others.

1.04.2 Discuss roles, responsibilities, and rights of writers, illustrators, editors, and publishers in both print and music arena.

1.04.3 Use centers to identify resources:

a. Discuss books
b. Online resources (NC WISE OWL)
c. Laser discs/Videotapes
d. Software tools
e. Make book covers, bookmarks illustrating favorite book
f. Magazines – explore using transparency to do activities
g. Reference area
h. Current events, topics

1.04.4 Media coordinators/teachers routinely discuss the importance of intellectual property and crediting all types of resources.

1.04.5 Media coordinators/teachers routinely discuss, review, and model local AUP/IUP acceptable use policies.

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Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.05 Identify elements of composition.

1.05.1 Media coordinators/classroom teachers use familiar stories to help students identify elements of a story–setting, plot, characters, and climax.

1.05.2 Provide opportunities for students to listen, read, and experience materials in variety of formats asking students to compare and contrast characteristics of each.

1.05.3 Have students choose a book and develop a skit or play around the story characters .

1.05.4 Read in chronological sequence. (Soc. St., Science))

1.05.5 Locate and read several different versions of Cinderella from other countries. Compare and contrast different versions. Present the information in a variety of formats (e.g., charts, graphs).

1.05.6 Students can create a song, poem, or rap about one of the versions of Cinderella. Students identify settings of various stories and how it changes the stories. Create a diorama, puppet show, multimedia, and/or video.

1.05.7 Study Cinderella stories. Use Neighborhood Map Machine to create a mystery map.

1.05.8 Present books in a variety of formats and CD-ROM materials. Identify similarities and differences.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

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- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.06 Identify characteristics of various genres.
1.06.1 Identify characteristics of various genres. Booktalk a specific genre each month. Follow-up with projects such as oral presentations, multimedia, storytelling. (Lang. Arts)
1.06.2 Read *Fables* by Arnold Lobel as a classroom group. List characteristics that are common to all fables. Booktalk several Fiction books and identify the genre of each.
1.06.3 Use Channel R.E.A.D. videodisc genre series to enhance understanding.
1.06.4 Show books arranged by subject (Dewey Decimal System/Classification) Compare with other places where things are grouped by subject.
1.06.5 Discuss differences in jobs, travel, families, and compare with today. (Soc. St.)
1.06.6 Graph favorite genres or area of 398's (fairy tales, tall tales, legends), favorite magazines, or total number of Accelerated Points per grade level, etc.
1.06.7 Identify characteristics of various genres. Booktalk a specific genre each month; follow-up with projects, products, and presentations. (Lang. Arts)

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.07 Follow acceptable use policy (AUP) for electronic resources.

1.07.1 Provide copies of local Acceptable Use Policy for online resources and discuss the purpose and need for such policies for schools and society.

1.07.2 Media coordinators/classroom teachers model and discuss local AUP/IUP acceptable use policies. Identify importance of crediting all types of resources.

1.07.3 Media coordinator/classroom teachers routinely model and encourage appropriate communication.
a. Discuss and identify appropriate language to use when requesting information and the kinds of information that is appropriate for students to provide to others in a variety of situations (e.g., class discussions, letters, e-mail, class share sessions).
b. Use criteria when communicating with peers from other cultures and regions (e.g., interviews, surveys, e-mail, letters).

1.07.4 Develop and use a personal "Good Habits Online" checklist.

1.07.5 Show the video, *What is Cyber Culture*? A video on responsible use of technology for young students or *Don't Copy That Floppy*.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

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- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.08 Select and use a variety of resources and formats independently.
1.08.1 Media coordinator/classroom teachers model and provide opportunities for students to practice identifying and locating the best resources to answer specific questions.
1.08.2 Distinguish from a variety of resources (in various formats) which ones would provide the most current information, the most detailed information, etc.
1.08.3 Given several choices of materials on the same subject, students will choose the format that best meets a specific objective (e.g., illustrating the actual movement of planets around the sun using video, laserdiscs).
1.08.4 Participate in small group/individual research project–gathering information from print, non-print, and electronic resources. Evaluate the results.
1.08.5 Choose books from various genres for use with accelerated reader.
1.08.6 Check out books for pleasure reading.
1.08.7 Choose a variety of print, non-print, and electronic resources to complete a research project.
1.08.8 Identify other places where things are grouped by subject (grocery store, home supply store, catalog, etc.)
1.08.9 Talk about personal experiences with a NC event (e.g., Hurricane Hugo, Floyd). Interview family and friends (a primary source) and compare to news articles, encyclopedia/books about the same event (secondary source).
1.08.10 View weather information in various formats. Use checklist to evaluate sources. Identify and chart benefits of each.

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.09 Recognize that ideas are produced in a variety of formats.

1.09.1 Use centers to identify resources and their uses:
- a. Books (picture, fiction, non-fiction, reference)
- b. Online resources (NC WISE OWL, Internet)
- c. CD-ROMs/Laser discs
- d. Video/audio
- e. Software tools
- f. Magazines – explore using transparency to do activities
- g. Human resources

1.09.2 Have children's librarian from public library come to the school for storytelling, book talks, and to identify resources available at public library.

1.09.3 Establish centers to identify resources and their uses.

1.09.4 Have students develop questions and conduct interviews with teachers, administrators, support personnel, and other students for school newspaper articles.

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Grades 3-5

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based).

1.10.1 Use centers to review characteristics of resources and their uses
- a. Print (books, reference, magazines
- b. Online resources (NC WISE OWL, Internet)
- c. CD-ROM/Laser discs
- d. Video/audio
- e. Software tools
- f. Human resources

1.10.2 Read a story then view a video of the same story. Use thinking maps to compare.

1.10.3 Compare and contrast weather forecasts (e.g., Internet, TV news, newspapers) discuss strengths and weaknesses of each.

1.10.4 Identify ways to locate resources (e.g., automated circulation system, NC WISE OWL).

1.10.5 As a class/group activity identify and locate reliable online sources and create bookmark files.

1.10.6 Media coordinator/classroom teachers identify, review, and model when and how to use various print and online resources (atlas, almanac, maps, databases).

1.10.7 Media coordinator/classroom teachers demonstrate, practice, and review locating the correct resource to answer specific questions (definition of a word-dictionary, current information, maps).

1.10.8 Distinguish from a group of resources (in different formats) which ones would provide the most current information, and/or the most detailed information, etc.

1.10.9 Given several choices of materials on the same subject students will choose the format that best meets a specific objective (e.g., illustrating the actual movement of planets around the sun–video, laser disc).

1.10.10 Participate in a group research project, gathering information from print, non-print and electronic resources and evaluating the findings for usefulness.

1.10.11 Provide opportunities for students to listen, read, and experience materials in variety of formats asking students to compare and contrast characteristics of each.

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Grades 3-5

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Competency Goal 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

1.11 Explore primary and secondary sources.

1.11.1 Discuss and demonstrate the difference between primary and secondary sources.

1.11.2 Establish Internet workstations and create bookmark files to help students locate, use, and become knowledgeable about primary sources.

1.11.3 List title, author, publisher, copyright year and call numbers for books in a reading log. (Note – sources used for mini-research projects.)

1.11.4 Do a preliminary search of possible sources and list (NC WISE OWL). Evaluate sources and create a bibliography for classroom projects (Soc. St., science, health, language arts).

1.11.5 Have students research traditional forms of art and music in NC (e.g., pottery, basket weaving, folk music, storytelling). Locate information and present findings. Suggested for Grade 4; Identify and chart resources as primary and secondary.

Information Skills Integration Strategies
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Focus Areas
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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.01 Identify published criteria of excellence for resources.

2.01.1 Read and discuss Newberry, Caldecott, and Coretta Scott King awards books.
Repeat activity with books in other award categories (Laura Ingalls Wilder award).
a. Brainstorm Standards of Excellence and chart findings.
b. Compare and contrast class standards with official Newberry standards.*(What are these?)*

2.01.1 Share Newberry or NC Junior Book Award nominations through book talks, "book commercials." (Lang. Arts 4.3)

2.01.2 Apply identical criteria to select resources. Have students select their own books (which have never received an award). Have students develop a new award category, select a winner and give the award. Students will write a news release stating three reasons for the selection.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
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- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.02 Apply identified criteria to select resources.

2.02.1 Introduce books on the NC Junior Book Award list. Have students keep a log of what they read.

2.02.2 Have students create a poster to advertise and persuade their classmates to read that book. Vote for favorite book.

2.02.3 View several programs from the School TV series, *More Books and From Cover to Cover*.
a. In groups/teams, choose a favorite story.
b. Develop written criteria to justify the selection and present to the class.
c. In whole group, establish classroom standards for evaluating further viewing.

2.02.4 Read several books on "NC Junior Book Award" list. Discuss why each title was included on the list by students in NC elementary schools.

2.02.5 Compare encyclopedias in various formats (print, CD-ROM, online).
a. Investigate topics such as weather, origin of the Olympics, historical figures.
b. Create and use a checklist to identify strengths and weaknesses of each of the resources.
c. Identify situations and conditions when each would be the most valuable resource to use.

2.02.6 Have students work in pairs/small groups to select a book using specific criteria. Create a book jacket to highlight specific best qualities of the book.

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Focus Areas
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- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats.

2.03.1 Provide opportunities for students to share books and stories they especially enjoyed including:
a. Identify elements that made the books enjoyable.
b. why someone else would enjoy them.
c. Classify by genre.

2.03.2 View several programs from the School Television Series, *More Books From Cover to Cover*.
a. In groups/teams, choose a favorite story.
b. Develop written criteria to justify the selection and present to the class.
c. In whole group, establish classroom standards for evaluating further viewing.

2.03.3 Read several books on "NC Junior Book Award" list. Discuss why each title was included on the list by students in NC elementary schools.

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Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.04 Develop and express personal criteria for selecting resources for information needs and enjoyment.

2.04.1 Media coordinators/classroom teachers identify ways to locate resources (e.g., automated circulation system, NC WISE OWL).

2.04.2 As a group activity identify and locate reliable online sources. Create bookmark files on content related topics.

2.04.3 Community Leaders: Real or Make Believe?
a. List community leaders regularly featured on TV (e.g., police, firemen, teachers).
b. Create a chart to compare their TV image with real life and suggest reasons for the difference.

2.04.4 Create an introduction to the study of NC view a travel video about North Carolina produced by the NC Bureau of Tourism. Visit Carolina Clips and Virtual Visits on the NCDPI Website http://www.dpi.state.nc.us .
a. Discuss information included in the film and why it might attract tourists.
b. What kinds of information about North Carolina were left out? Why? Develop a reading log listing under each title why it was particularly enjoyable.

2.04.5 As an introduction to the study of a state, country, region, or continent, view a documentary or educational film about the area of study.
a. Record information using graphic organizers in categories (e.g. People, Landforms, Customs, Products, etc.) Post the chart.
b. Have students work in cooperative groups to look for information about one of the categories
c. Compare information and copyright dates with that given in the film.
d. Report findings of similarities and differences to the class.
e. Discuss possible explanations for differences.

2.04.6 Decide which reference book is best for which type question. Vary questions to match curriculum area.

2.04.7 As a class develop a rubric to evaluate the accuracy and reliability of articles in magazines, newspapers, Internet, and/or TV.
a. Have students bring advertisements to discuss and evaluate the reliability and accuracy of the product claim (either food or drug-related).
b. Have students create a commercial based on (the product, a new product, better product) to advertise its health benefits.

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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.05 Determine usefulness of information resources.

2.05.1 Discuss the meaning of "Media Makes It Look Good".

a. Discuss how some commercials show products in ways that make them look better than they really are.

b. List examples from student experiences. Bring examples of toys that do not perform as advertised.

c. Brainstorm techniques used to make projects look better.

d. Look at advertisements in newspaper and/or magazines.

e. Discuss the purpose of advertising.

f. Discuss "objectivity" and "credibility"

g. Discuss what is and is not realistic.

h. Locate a favorite ad or an ad for a product from a magazine or newspaper. Have students discuss and evaluate the ad's claims are they fact or fiction. Who does the ad appeal to and why?

i. Have students make posters classifying ads for toys, food, etc. by sales technique used. (See below 1-6 below)

j. Ask students to report on some advertisement they have seen on TV or heard on the radio and evaluate it. Use these discussions to note facts and fiction of ads.

k. Have students design an advertisement for one of their favorite fast food hang-outs.

l. Have students design an ad for their favorite book

m. TV Viewing Log - "Competition for the consumer dollar (Jog America)," "Commercials - How they convince you"

n. Word search/crossword puzzle (Jog America).

o. Stories "Really Suzie" (Jog America), A Cowboy Comes to Dinner, Suzie's Salesman.

p. Identify kinds of ads and classify them accordingly:

1. Bandwagon
2. Testimonial - famous person promotes
3. Emotional appeal
4. Glaring generalization with no specifics
5. Snob appeal - better than others
6. Plain folks

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q. Discuss appeal of ads, purpose of, where found
r. Create ad for a book, video, character, or author.
s. During the presidential elections, grades 3-5 nominate book characters for president with a run off to select two candidates and vote. Last year Ralph S. Mouse won!

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Competency Goal 2: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

2.06 Recognize the power of media to influence.

2.06.1 Discuss and compare methods used to present information in local newspaper reports, radio and television news report and magazine reports on a specific topic.
Examine each for:
a. Purpose
b. Point of view
c. Bias
d. Stereotypes
e. Audience

Use discussions to chart facts and fiction.

2.06.2 Talk about making commercials.

2.06.3 Show clips from Reading Rainbow.

2.06.4 Have groups of students select an award wining book to read and discuss.

2.06.5 Have student groups create a poster advertising the book. Groups should identify audience, purpose, point of view and avoid use of bias and stereotypes.

2.06.6 Have students develop and produce a video commercial for the book.
Groups should identify:
a. Audience
b. Purpose
c. Point of view
d. Avoid use of bias and stereotypes.

2.06.7 Compare formats of book vs. movie version, television news vs. newspaper report.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.01 Describe personal cultural heritage and environment.

3.01.1 Collect family holiday tradition stories or folk tales which all families have.
a. Retell, discuss, and compare these stories. Identify similarities and differences.
b. Write, illustrate, and share stories in a variety of formats (e.g., word processing, multimedia, web based)
c. Arrange stories by themes: ghost stories, first job, coming to America, etc.

3.01.2 Read and discuss American tall tales.

3.01.3 Read books on immigration (e.g., *When Jessie Comes Across the Sea* by Amy Hest, *Grandfather's Journey* by Allen Say or *Watch the Stars Come Out* by Riki Levinson). Survey classmates and/or family members on family origins. E-mail someone from the country or region from which the family comes.

3.01.4 Interview a person that has recently moved to the area from that country and/or region. (Discuss differences in jobs, travel, families, and compare with today. Compare people/economics/places of interest in the regions of NC.

3.01.5 Read folk tales from around the world. Label a world map with the title of each tale. Talk (as time permits) about different cultures.

3.01.6 .6 Have students develop a Native American project with the *Community Construction Kit* (*Mapmaker*, *Graph Club*, etc.).

3.01.7 Gather information about NC Native American tribes (e.g., food, shelter, location, life style). Identify ways of living, art forms/pottery, ethical/moral dilemmas (Trail of Tears), adapting to physical environment, and movement. Compare personal heritage to that of Native Americans. Use *Community Construction Kit* to research Native American homes. Put together non-linear multimedia project; tie-in with Heritage Week.

3.01.8 Have students develop a research project on Ellis Island immigrants, reasons for immigration, countries from which ancestors came, using a variety of resources (e.g., videos, STV, online) on Immigration, Ellis Island, money from country of origin, birth certificates, marriage certificates, immunization records, people who boarded ships. See Information Skills 1.11.01 (primary and secondary sources) integrating this skill into a thematic unit.

Information Skills Integration Strategies
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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.02 Collect and compare information about diverse cultures, environments and peoples.

3.02.1 Share family holiday traditions and stories.
a. Read and share holiday stories.
b. Discuss and identify similarities among various cultures.
c. Discuss and identify traditions unique to specific cultures.

3.02.2 Read widely from multicultural titles in the collection.
Share information and compare customs, setting and characters to our own community and people.

3.02.3 Listen to recordings that exemplify the music of a culture North Carolina folk songs, folk songs from diverse cultures).

3.02.4 Collect information from a variety of resources (e.g., electronic encyclopedias, web-based resources, pen pals) about the contributions of various cultures. Develop a database to organize and analyze data.

3.02.5 Interview individuals in school and community from various cultures. Discuss, compare and share findings in a variety of formats with varied audiences.

3.02.6 Create or update county-wide resource guide (e.g., *Roaming Around Rowan* created by Rowan County School media coordinators).

3.02.7 Dress in period costumes and participate in a day-long visit to a "colonial school" (e.g., "Old Setzer School" in Salisbury).

3.02.8 Participate in a Young Authors Conference (example: Rowan County) in which a children's author talks in person to a group of students.

3.02.9 Visit a historical site (Old Salem), electronic fieldtrips (Williamsburg) and learn from "colonial" crafts persons how every day items were made.

3.02.10 Examine African-American history through *Roll of Thunder Hear My Cry*.

3.02.11 Students find books on families (picture books set in different cultures; (e.g., *Too Many Tamales, Grandfather's Journey, How My Parents Learned to Eat, A Spoon for Every Bite, My First Little House Books*, etc.). Have groups list characteristics from students' own experiences as families.

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.03. Identify bias and stereotypes.
3.03.1 Use print/video cartoons to introduce and identify the use of stereotypes and bias.
3.03.2 After reading the book *Amazing Grace*, make a list of various racial and gender stereotypes.
3.03.3 Read and analyze bias against immigrants in the book, *Molly's Pilgrim.*
3.03.4 Examine the book, *More Than Half, Less Than Whole* by Native American author, Michael Lacapa to identify with the conflict of a mixed-race child.
3.03.5 Examine African-American history through *Roll of Thunder Hear My Cry.*
3.03.6 Routinely identify and discuss bias and stereotypes in a variety of contexts (e.g., books, ads, commercials, TV programming, magazines, newspapers).

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.04 Relate cultural similarities and differences to personal heritage and environments.

3.04.1 Collect books about holiday traditions around the world.
- a. Read stories, discuss and identify traditions.
- b. Identify and chart similarities and differences.

3.04.2 Read *This is the Way We Go to School*, A Book about Children Around the World by Edith Baer.
- a. Decide where each student in the book goes to school using visual clues and names to predict where students live.
- b. Use maps to locate the continent on which students live.
- c. Observe and list cultural similarities and differences.

3.04.3 Recognize the cultures represented in your community, state and country. Choose a story about someone with a different background.
- a. Read, listen, view, investigate and gather information.
- b. Discuss similarities and differences.
- c. Present information.

3.04.4 View videos and STV programs to learn about dress and customs of a culture (e.g., *Global Geography, Exploring South America).*

3.04.5 Read books that reflect the art form of a culture, (e.g., *Arrow to the Sun for Native Americans*).

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Competency Goal 3: The learner will RELATE ideas and information to life experiences.

3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

3.05.1 Discuss and identify how prior knowledge and experience affect the characters in the story of the Three Little Pigs.

3.05.2 Use cartoons to identify how information and ideas affect outcomes.

3.05.3 Use familiar stories and newspaper articles to identify the role of prior knowledge and experiences.

a. Have students develop a storyboard and script/skit/play to demonstrate the importance of prior knowledge in a given situation.

b. Have students practice reading some of their favorite stories. Video or record the stories. Students could share their stories with younger children.

c. Have students Storyboard and write commercials or skits that demonstrate the effect of prior knowledge on a situation. Have students produce and direct their work, including credits. Video final product.

d. Have students develop a science game "Animal Challenge." Research and develop the game. Play the game.

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Grades 3-5

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Competency Goal 5: The learner will EXPLORE and USE research processes to meet information needs.

4.01 Identify information needs and formulate questions about those needs.

4.01.1 As a class discuss a variety of reasons for seeking information curricular pursuits, personal interests, problem-solving and decision making.

4.01.2 As a class discuss, identify, and chart information needs in the classroom and for personal use.

4.01.3 Discuss, identify, and chart information resources appropriate for various kinds of information (science, health, Soc. St.) for a particular grade level. (reference books, information books, NC WISE OWL, Internet sites, vertical files, community resources).

4.01.4 Discuss and identify search tools and skills students need in order to use resources (using NC WISE OWL).

a. Plan a search strategy.
b. Use graphic organizers.
c. Use NC WISE OWL tutorials.
d. Explore and use search engines.
e. Discuss the benefits and limitations various resources.
f. As a class identify appropriate online resources and create bookmarks.

4.01.5 Discuss and identify importance issues to consider when evaluating sources and resources. Identify parts of a book (index, glossary, table of contents). Use animal series from Crestwood House Publishers.

4.01.6 Identify information needs for content areas. Have students locate resources in the media center and online. Discuss, compare, and evaluate the information and sources.

4.01.7 Have students create a commercial with specific criteria. Have students use same criteria to self/peer evaluate the commercial.

<u>Self/Peer Evaluation Process</u>

1. Identify positive elements of the product find something good about it.
2. Be considerate of the creator's feelings, ideas, and beliefs.
3. Identify specific elements that might be improved.
4. Evaluate the quality, variety, appropriateness, and number of resources.
5. Identify most helpful and least helpful resources and tell why.
6. Creators use responses to refine and improve products. This process could be used for a myriad of activities (paragraphs, stories, activities, products, models).

4.01.8 Identify people, symbols and events associated with the heritage of the U.S., Canada and Latin America. Students identify what information they need. Gather information from a variety of formats. Organize and use information. Credit sources. Present information in a variety of formats.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- identify similarities and differences as related to their environments and personal experiences
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Competency Goal 5: The learner will EXPLORE and USE research processes to meet information needs.

4.02 Describe several research models.

4.02.1 Media coordinator and classroom teacher should **explain** and **model** for students that systematic processes are preferable to haphazard searching.
Research Strategies and Models (Online Resources)
Graphic Organizers
Concept Mapping
Note Taking
SQ3R
Big Six

4.02.2 Identify and discuss the many processes from which to choose or adapt.

4.02.3 Identify and discuss commonalties to these approaches.

4.02.4 Discuss and explain the importance of matching the process to the nature of the assignment.

4.02.5 Use appropriate technology tools and resources for collect, analyze, and display data.

4.02.6 Guide students through several different research methods (scientific inquiry, Learning Cycle).

4.02.7 Provide opportunities to use and refine process with a variety of mini projects.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 5: The learner will EXPLORE and USE research processes to meet information needs.

4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.

4.03.1 Media coordinator/classroom teachers model and discuss the process of developing lists of keywords for specific topics. Develop lists pairing keywords with Boolean Operators.

4.03.2 Use NC Wise OWL tutorials to help students become comfortable with search strategies.

4.03.3 Provide opportunities for students to work in small groups/pairs to practice research strategies (automated circulation, CD-ROM's, online resources). Evaluate quality and usefulness of findings.

4.03.4 Use a Guided Research Form to help focus on relevant information during the data collection process.

4.03.5 Define and develop a pathfinder. In the same way that an encyclopedia index references all access points to a specific subject in that set, a pathfinder lists all possible sources in the media center. Elements of a pathfinder should include: subject, graphic, Dewey Decimal number and reference sources.

a. Divide students into four groups. Each group is assigned a topic. Groups are to locate the following: graphics, Dewey numbers, print sources, non-print, and electronic sources to develop a pathfinder.

b. .Brainstorm possible uses of pathfinders for personal interests or as a tool in decision making and problem solving.

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Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
4.04.1 Discuss purpose of and need for local AUP/IUP.
4.04.2 Model use and review local AUP/IUP on a regular basis.
4.04.3 Develop and use a personal "Good Habits Online" checklist.
4.04.4 Develop posters, bulletin board displays, and/or brochures to encourage appropriate use of online resources.
4.04.5 Review importance of crediting all types of resources at school, in community, in the community, online. Chart findings.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
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- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.05 Gather information.

4.05.1 Practice using indexes to locate information on a specific topic in several sources, (e.g., NC WISE Owl, *Children's Magazine Guide*, encyclopedias, atlases, almanacs).

4.05.2 Practice skimming materials for specific information on maps and charts.

4.05.3 Use prepared databases to find information about curriculum-related topics (e.g., Explorers, Famous Americans, etc.).

4.05.4 Have students identify information needs for content areas (Science, 5.1,5.2, or 5.3). Have students locate books in media center and online. Compare and evaluate the sources.

4.05.5 Have students create a commercial (in the format of their choice). Self evaluate/peer evaluation process. This strategy addresses all objectives in Goal 4. Suggested for Grade 5.

4.05.6 As part of a unit on NC, have students gather information about pirates. There research should include an image of the pirate ship and flag. Plan and create a class database of pirates to collect and analyze data. Have students create a multimedia product to report findings. (e.g., Kid Pix, Hyperstudio)

4.05.7 Have pairs/groups of students research planets. Have students use visuals to support research findings. (e.g., various size pizza/cake cardboard circles to create planet, cotton candy for cloudy/hazy/red spots/other features).

4.05.8 Use/develop U.S. states database for collecting and analyzing data. Use findings to draw conclusions and make inferences.

4.05.9 As a class plan and create a literature database to include genre as a field. (Soc. St.; Lang. Arts) Suggested for Grade 5.

4.05.10 Identify people, symbols and events associated with the heritage of the U.S., Canada and Latin America.

a. Have students identify information they need.
b. Gather information from a variety of formats.
c. Organize and use information.
d. Credit sources.
e. Present information in a variety of formats. (Soc. St.) Use this strategy to address Information Skills 4.07, 4.08, 4.09. Suggested for Grade 5.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

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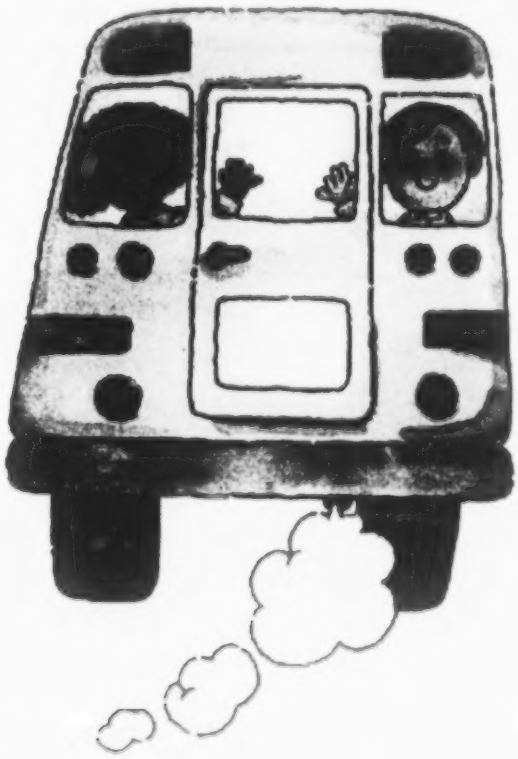
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.06 Comply with the Copyright Law (P. L. 94-553).
4.06.1 Provide most current Copyright information to teachers and school personnel and help classroom teachers develop an understanding of current Fair Use Guidelines.
4.06.2 Media coordinator models and encourages teachers to emphasize Intellectual Property Rights as they work with students to identify and use resources.
4.06.3 Media coordinator/teachers model and work with students to develop a "Good Habits Checklist" for using Copyrighted materials.



Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
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- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.07 Organize and use information.

4.07.1 Teachers model and provide opportunities for students to use organizational tools (e.g., note cards, outlines, storyboards, graphic organizers, bookmark files) to plan organize and develop reports/projects/presentations throughout the year. Be sure to cite sources.

4.07.2 Model and use electronic tools (e.g., database, spreadsheets) in a all content areas to organize, analyze, display, and present findings, citing sources.

4.07.3 Identify famous North Carolinians. Visit Wax Museum. (Soc. St. 1.2)

4.07.4 Students read biography/article of famous person. Dress as the person or produce a skit. Lower grade children come up and press "button" and character begins to "talk." (Soc. St.; Lang. Arts 2.)

4.07.5 Have students create A-Z booklet, researching characteristics and habitat of animals for each letter of the alphabet. Share finished product with younger students. (Science,) Combine with Information Skills 4.09.

4.07.6 Identify information needs for content areas. Students locate books in media center and online. Compare and evaluate the sources.

4.07.7 Have students create commercials (in the format of their choice). Have students use self/peer evaluation process. This strategy addresses all objectives in Goal 4. Suggested for Grade 5.
a. Identify information they need.
b. Gather information from a variety of formats.
c. Use database/spreadsheet tools to organize and use information.
d. Credit sources.
e. Present information in a variety of formats.

4.07.8 Identify people, symbols and events associated with the heritage of the U.S., Canada and Latin America. Students identify what information they need. Gather information from a variety of sources. Organize and use information. Credit sources. Present information in a variety of formats. (Soc. St.) Use this strategy to address Information Skills 4.05, 4.07, 4.08, 4.09. Suggested for Grade 5.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
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Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.08 Credit sources of information.

4.08.1 As a group identify where and how to locate correct procedures for citing resources (print, non-print, electronic).

4.08.2 Identify and discuss necessity for citing sources of all kinds of media.

4.08.3 As a class do a preliminary search of possible sources and record to provide models for citing various types of resources.

4.08.4 Media coordinators/classroom teachers model and provide graphic organizer for students to record source of information from title page or cover after reading an article or book or after doing "mini" research on a classroom topic (i.e. animals, events, people).

4.08.5 Write down authors and title of print and electronic resources. Include location for title, author on research procedure sheet.

4.08.6 List title/author of books read in reading log.

4.08.7 Students make oral presentation using visual aids about an animal and close with the phrase "I got this information from..." (Presentation Rubric)

4.08.8 Have students work in groups to locate sources for a science fair project. Have groups complete a bibliography card for each resource. Have one person from each group arrange the cards in alphabetical order. Develop a class bibliography on wall chart and display. Have student groups develop a bibliography for their science fair project.

4.08.9 List the title, author, publisher, copyright year and call numbers, volume and page number for books read in reading log.

4.08.10 Have students cite resources for mini-research projects throughout the year.

4.08.11 Assign topics to be used just in creating bibliographies. Present the forms and assist the students in their bibliography projects.

4.08.12 Practice writing bibliographies for various kinds of media.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
The learners will:

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- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).

4.09.1 Media coordinator/teachers model and use a variety of technology tools to plan, create, organize and present information and creative works.

4.09.2 Provide a variety of opportunities for students to plan, research, develop, and present information (e.g., Earth Day, book fair, Heritage Day, Drug Awareness Week) and/or creative works to peers in a variety of formats.,
school safety, public service messages
a. Draw pictures/cartoons
b. Create a stories/plays
c. Develop models/charts/graphs to depict data.
d. Create a dramatic presentation to perform/videotape.

4.09.3 Have science classes develop a game called "Animal Challenge". Have students invite others to play the game.

4.09.4 Have students develop reports/projects:
a. Use a variety of technology tools to gather, organize and present findings.
(linear/nonlinear multimedia/video) product citing sources. (presentation rubric) See *IMPACT: **Guidelines for Media and Technology Programs***.

4.09.5 Have students develop a Native American project with the Community Construction Kit (*Mapmaker, Graph Club*, etc.).

4.09.6 In groups, research planets and use various sized pizza/cake cardboard circles to create planet (color, atmosphere); use cotton candy for cloudy/hazy/red spots/other features.

4.09.7 Compare formats of book vs. movie version, television news vs. newspaper report. (Soc. St., Lang. Arts)

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Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 4: The learner will EXPLORE and USE research processes to meet information needs.

4.10 Evaluate the product.

4.10.1 Introduce students to simple rubrics to illustrate important components of a story/activity/project that a teacher and student might use to evaluate a product.

4.10.2 As a group take a short story/activity and use a simple rubric to evaluate the important components.

a. Practice using the rubric with several items to help students become comfortable with this evaluation tool. Same process could be used with a checklist or questionnaire.

b. As a group discuss the important elements of a particular product/activity and design an evaluation instrument, such as a rubric/questionnaire/checklist.

c. Have students apply evaluation instrument to several items. Students work in pairs or small groups with follow-up discussion groups.

Self/peer Evaluation Process

1. Identify positive elements of the product.
2. Be considerate of the creator's feelings, ideas, and beliefs.
3. Identify specific elements that might be improved.
4. Evaluate the quality, variety, appropriateness, and number of resources used to develop the product. Identify most helpful and least helpful resources and tell why. Creators use suggestions to refine and improve products. This process could be used for a myriad of activities (paragraphs, stories, activities, products, models).

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 5 The learner will COMMUNICATE reading, listening, and viewing experiences.

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically and through other projects.

5.01.1 Produce reviews of media: creative dramatics; poetry; books, videos crediting sources.

5.01.2 In groups, practice storytelling favorite books. Video storytelling.
a. Tell stories to younger students.
b. Share the video with others.
a. Create book jackets with summary and author information.
b. Do choral readings, plays, and videos.

5.01.3 Identify famous North Carolinians. Visit Wax Museum. (Soc. St.)

5.01.4 Have students plan and develop skits and/or multimedia presentations, as a follow-up to reading biographies/articles about famous people. (Soc. St.) Combine with Information Skills 5.02.

5.01.5 Read, discuss and evaluate NC Children's Picture Book Award Books. As a class develop a survey instrument to determine which books students liked best. After voting takes place, students will collect and graph data. This might be an appropriate place to use math skills (e.g., range, median, mean and mode) to describe the set of data. (Math) Combine with *Information Skills* 5.02. Suggested for Grade 5.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 5 The learner will COMMUNICATE reading, listening, and viewing experiences.

5.02 Produce media in various formats appropriate to audience and purpose.

5.02.1 Identify and discuss illustrators who use (watercolor, collage, woodcut, tempera paint, photograph, pencil, etc.) show examples. Also use examples such as *Cinderella* by Marcia Brown which is illustrated with watercolors to provide a soft look to convey the feeling of the story, 1) focusing on purpose and audience.2) work with art teacher to provide students' experiences with these media.

5.02.2 Following reading, listening, viewing activities, students work collaboratively to communicate what they have experienced by producing one or more of the following:

a. An image related to story.

b. A presentation about their favorite part of a story/book using technology tools focusing on purpose and audience.

c. A graphs/charts displaying findings

d. Illustrate characters, setting, events using technology tools. Create slide show with narration. (Kid Pix, Hyperstudio).

e. A short poem can be recorded as part of a class multimedia slide show with narration (Kid Pix, Hyperstudio).

f. Illustrate parts of story using multimedia tools. (e.g., *The Very Hungry Caterpillar, The Mitten,*).

g. Graphs/charts showing the number of library books brought back each week.

h. A floor plan of library using draw program or a transparency. Have students locate various areas in the media center.

i. An interview with teachers, administrators, support personnel, other students for school newspaper.

j. Items from books/stories--Sew mittens and make animal to go inside *(The Mitten).*

k. Individual books or group books using technology tools.

l. Puppets and produce plays, overhead transparency scenery.

m. Art projects/crafts to enhance a book – paper-plate animals, headband characters, etc.

n. Maps/diagrams using symbols. Discuss symbols used in drawing maps. Have students map the school library and present their maps with explanation to the class with age appropriate software.

o. Audio tape of students reading favorite books. These can be used in a listening center with the book by younger students, sound effects and music can be added.

(1) Read North Carolina folk tales to fourth grade classes.

(2) Divide class into cooperative groups (artists, speakers writers).

(3) Discuss purpose and audience. Create a storyboard and develop slide show with illustrations, narration, and animation. (Select and use appropriate tools.)

(4) Peer edit and evaluate product(s) using presentation rubric.

(5) Students plan, coordinate, and develop a product/production.

(6) Show the production to a variety of audiences.

p. Students practice reading some of their favorite stories and then make a tape recording of the stories, using the recording and books older students can present their stories to younger children. several students can work on projects together and produce several formats. Identify purpose and audience.

q. Scripts for a variety of presentations/productions

(1) Write soap operas and commercials, direct and produce with credits, multimedia/video presentations.

(2) Have science classes develop a game called "Animal Challenge," and play it.

5.02.3 Create multimedia product (Kid Pix, Hyperstudio) about Social. English/Language Arts, Studies, Health, and Science topics (regions of NC, animals, etc.).

5.02.4 Read a biography , generate questions about the person with partner(s). Conduct research, organize and present findings.

5.02.5 Conduct interviews/view videotapes/create programs about famous people. Peer edit and evaluate finished products. Create a bibliography.

5.02.6 As a class create a rubric determining the accuracy and reliability of product information in magazines and/or newspapers, Internet, or TV.

5.02.7 Bring in ads. Collaborate to determine the reliability and accuracy of the product information (either food or drug-related). Then create a commercial, either based on the product or create a new, better product to advertise its true health benefits.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

Focus Areas
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Competency Goal 5 The learner will COMMUNICATE reading, listening, and viewing experiences.

5.03 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.

5.03.1 Media coordinator/classroom teachers and students collaborate to develop online surveys and information gathering projects in a variety of content areas. See *Information Skills* 1.11.01 for integrating this skill into a thematic unit. Suggested for Grade 4.

5.03.2 Share family holiday traditions and stories. Discuss and identify similarities and differences.
a. Read and share holiday stories.
b. Discuss and identify similarities among various cultures.
c. Discuss and identify traditions unique to specific cultures.

5.03.3 Read widely from multicultural titles in the collection.
share information and compare customs, setting and characters to our own community and people.

5.03.4 Listen to recordings that exemplify the music of a culture (e.g., NC folk songs, folk songs from diverse cultures).

5.03.5 Collect information from a variety of resources (e.g., electronic encyclopedias, web-based resources, penpals) about the contributions of various cultures.

5.03.6 Interview individuals in school and community from various cultures. Discuss, compare and share findings in a variety of formats with varied audiences.

5.03.7 Visit a historical sites via electronic fieldtrips (e.g., Old Salem, Williamsburg, Tryon Palace) and learn about "colonial" crafts persons how every day items were made.

5.03.8 Examine African-American history through literature (e.g., *Roll of Thunder Hear My Cry*).

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 5 The learner will COMMUNICATE reading, listening, and viewing experiences.

5.04 Credit sources in all print, non-print, and electronic.

5.04.1 As a group identify where and how to locate correct procedures for citing resources (print, non-print, electronic).

5.04.2 Discuss the importance of citing sources of all kinds of media.

5.04.3 As a class conduct a preliminary search of possible sources and list. Them. Develop a bibliography for a specific report/project.

5.04.4 Have students use graphic organizers to record resource information.

5.04.5 After reading an article or book, or doing a "mini" research on a classroom topic (e. g., animals, events, people) create bibliography.

5.04.6 Discuss credits. Provide forms for bibliographies. Students research a topic and record sources.

5.04.7 Include location for title, author on research procedure sheet. Write down authors and title of print and electronic resources.

5.04.8 List title/author of books read on reading log

5.04.9 Students make oral presentation using visual aids about an animal and close with the phrase "I got this information from..." (Presentation Rubric See ***IMPACT: Guidelines to Media and Technology Programs***).

5.04.10 As a class locate several sources for a science fair project reports. Have students complete a bibliography card for each source. Arrange the cards in alphabetical order. The complete bibliography will be recorded and displayed in the classroom. Include location for title, author on research procedure sheet.

5.04.11 List the title, author, publisher, copyright year and call numbers for books read on reading log. (Note – sources used by above outline for mini-research projects.)

5.04.12 Assign topics to be used just in creating bibliographies. Present the forms and assist the students in their bibliography projects.

Information Skills Integration Strategies
Grades 3-5

Grades 3-5

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Competency Goal 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

5.05 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.
5.05.1 Relate Copyright Law to character education study value of honesty.
5.05.2 Use picture books on the subject of "stealing" to emphasize that stealing information is as bad as stealing objects.
5.05.3 Discuss purpose and need for Copyrighted information and locate copyright dates and "warnings" in books, on videos, etc. (See ***IMPACT: Guidelines for Media and Technology Programs***).
5.05.4 Discuss Copyright as it relates to text, images, music, software in print and electronic formats.
5.05.5 Discuss the term and concept "plagiarism." Write paragraphs relating "plagiarism" to another form of dishonesty.
5.05.6 Provide most current Copyright information to teachers and school personnel.
5.05.7 Encourage teachers to emphasize Intellectual Property Rights as they work with students to identify and use resources.
5.05.8 Work with students to develop a "Good Habits Checklist" for using Copyrighted materials.